



**Monthly Special
Education
Director Call**

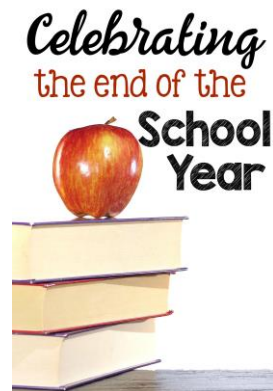
Special Education Programs
May 18, 2021



1

**Welcome to our
May Director's Call**

Final Director's Call
for the 2020-2021
School Year



2



Effective Practices

3

SUMMER IEPQ IDEAS



4

Toolbox

This toolbox contains goal assistant links, as well as reference charts, IEP planning sheets and many other resources to assist in the writing of and implementation of an IEP. They are organized by IEP section.

Goal Assistants

Our Goal Assistants assist IEP teams in aligning a student's IEP goals to State Standards related to his or her grade level and identified deficit area(s). Use of the Goal Assistants helps to ensure best access to the general education curriculum, while still addressing a child's individual needs.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Link	Description
Parent Planning Sheet	These are questionnaires that can be given to IEP team members prior to the IEP meeting to help gather information about the student. (Word format)
Student Planning Sheet	
Teacher Planning Sheet	
PLAAFP diagram	This is a diagram for areas to address in your PLAAFP statements.
PLAAFP checklist questions	This is a checklist of questions to be used to review your PLAAFP statements to ensure they meet best practice guidelines and are usable for goal development and to guide instruction.

IEP Quality Website Tip of the Month



5

Help with the IEP-Q Site

Frequently Asked Questions are listed directly after the Manual Topics

Help With Using the IEPQ-SD Website

Clicking on the following links will download sections of the IEPQ-SD training manual in pdf form that correspond to each section listed. These will take you through use and content of each section of the site. Basic topics covered by each section are listed to the right. In addition, underneath the Academic Goal Assistant heading are links to videos that take you through the process of using the Goal Assistants.

INTRODUCTORY TRAINING VIDEO: If you are new to using IEPQ-SD, or need a refresher, you may want to look at this [recording of introductory training on IEPQ-SD](#) (Link will take you to YouTube).

Manual Section Link	Some topics covered
Home Pages	<ul style="list-style-type: none"> Home page and top bar site navigation Searching the site Logging out

IEP Quality Website Tip of the Month



6

Welcome, teacher

Search the IEP-Q site

home toolbox student scenarios resource library myIEP-Q add-on help

Home > Special & General Education Collaboration

Special & General Education Collaboration

This page gathers together resources within the IEPQ-SD website that may be useful in facilitating discussion and collaboration between special education staff and their colleagues in general education when planning and implementing the IEPs of their students.

Look for this icon throughout the IEPQ-SD site to indicate these collaboration resources on other pages.

Resource	Description / Explanation of Use
Teacher Planning Sheet	This Planning Sheet is designed to be given to the current and/or past year's general education teachers to gather information about a student prior to an IEP meeting. There are five basic questions concerning student strengths, areas where a student struggles, and priority skill areas for instruction. However, this is a Word document and questions may be edited to fit your needs.
IEP Quick Reference Sheet (PDF)	A template for a one to two page summary sheet of each caseload student's goals and IEP information that can be filled in by copying and pasting from your IEP software. It is designed to be a quick reference throughout the year without having to pull out an entire IEP file, and can be modified to fit your needs. This can then be given to general education staff so that they have knowledge about a student's strengths, focus for annual goals, and accommodations needs.
IEP Quick Reference Sheet (Word)	
Accommodations Monitoring Form	This form allows you to list accommodations that are on a student's IEP or are being introduced and track how often they are being used and how helpful they are for the student. It can be given to a student's general education teachers as one way to ensure all

IEP Quality Website Tip of the Month

IEP Quality Website Tip of the Month



7

Information at: <https://sd.iepq.org>

Remind your new teachers or those teachers who have not registered to request an IEPQ account

Email Brandi Gerry
brandi.Gerry@state.sd.us
 for access to IEPQ.



8



Accountability

9

IEP Workshops

Register at:

[Browse Courses \(gosignmeup.com\)](https://www.gosignmeup.com)

Questions about Advance,
Basic, and Transition IEP
workshops contact:
Melissa.Flor@state.sd.us

Questions about Early
Childhood IEP workshops
contact:

Debra.Willert@state.sd.us

IEP Advance – Do You Have the Evidence?

Face to face and virtual starting July 29, 2021

IEP Basic – HERO in the IEP Process

Face to face and virtual starting July 28, 2021

IEP Transition

Face to face starting August 24, 2021

IEP Early Childhood –Building the Bridge

Face to face starting July 29, 2021

10

Plan Outline: IEP49

- IEP Information
- Enrollment Status
- Student Demographics
- Parent/Guardian Information
- Team Meeting
- Present Levels of Performance
- Goals and Objectives
- Accommodations
- Special Factors
- Assessment
- Services**
- Least Restrictive Environment
- Extended School Year

Service Provided	Time	Start Date	End Date
Other	30.0/0.0	01/08/2021	01/08/2021

Services Editor

*Service: Special Ed Services

Service Provider: Linda Turner

Service Position: Special Education Director

Location: classroom

*Start Date: 01/08/2021

*End Date: 01/08/2021

☐ ESY Service

Minutes per session: 60

*direct: 60

*indirect: 0

Session frequency: 4 sessions per week

*# sessions per: 4

*Service Frequency: week

Comments:

Campus IEP

- Direct verse Indirect
- When completing services section in IEP Campus, please use direct under minutes per session.

11



- New districts identified
 - Notification will be prior to June 1
- All Districts will be required to complete an Internal Review component.
- Recordings and documents at <https://doe.sd.gov/sped/ accountability.aspx>
- Data Retreat Modules

12

• Due June 30, 2021

1. Using the directions from [19-BDI-ExportRpt.pdf \(sd.gov\)](#) run a Data Export within the BDI-2 Data Manager system
2. Ensure all students have an entry and/or exit Program Note.
3. Names are spelled correctly
4. Birthdates are correct
5. BDI-2 assessment is complete

ADP	P-S	COM	MOT	COG
X	X	X	X	X

• Indicator 7



13

Indicator 11 Due August 1, 2021

[Logon \(sd.gov\)](#)

Password issues please contact:
Debra.Willert@state.sd.us



© Can Stock Photo - csp20153969

Do report students if:

- permission is received (*even if the student moves during the testing window OR testing couldn't be completed for some other reason*).
- a student is evaluated by outside evaluators.
- a student moves during the evaluation process.
- a student moves into your district from another district or state and requires additional evaluations to determine S.D. eligibility.

Do not report students if:

- it is a **three-year** re-evaluation for continued eligibility.
- a student is currently receiving special education services and now being evaluated to add related services.
- they are an initial referral for Birth to 3 services. (these are reported on Indicator 12 only)
- a student moves from another district or state and **does not** require additional evaluations to determine SD eligibility.
- permission is not obtained.

14

Indicator 11

How to:

Evaluation Timeline Extended

District and parent agreed to extend the evaluation timeline until a later date/the Fall of 2020

District counted virtual learning and packets being sent home as days school was in session

Indicator 11 counts:

- School days of virtual learning and packets
- School days once school resumes in the Fall or any virtual learning days



15

Indicator 12

Due September 1, 2021

[Logon \(sd.gov\)](https://sd.gov)

Password issues please contact:
Debra.Willert@state.sd.us



Do report students if:

- a student received Part C services and is being evaluated to determine continued eligibility into Part B.
- you receive permission to evaluate.
- a student whose birthday and/or eligibility meeting occurred between July 1st and June 30th of the reporting period. (Birthdates may fall outside of reporting period in some cases).
- a student was evaluated by outside evaluators.
- a student moves during the evaluation process.
- a student moves into your district from another district or state who requires additional evaluations to determine S.D. eligibility.

Do not report students if:

- it is an initial referral for Part C (B-3) services NOT Part B.
- it is an initial referral for Part B services for students age 3-21 **(student did not receive Part C B-3 Services)**.
- a student moves from another district or state and does not require additional evaluations to determine S.D. eligibility.
- permission is not obtained

16

Indicator 14 – Appendix A

Students that have graduated, aged out or dropped out this year

- Two Options
- Option 1: May-June (Districts will need to enter all the information)
 - Demographic information
 - Part 2 section (IEP specific information)
 - Parent/Guardian Contact Information
 - Best Friend information is optional
- Option 2: August-September (DOE uploads student demographic data by Aug 1st)
 - Check demographic information
 - Finish Part 2 (IEP related questions)
 - Complete Parent/Guardian Contact Information
 - Best Friend Information is optional

17

Indicator 14 – Appendix A

- Login to Launch pad -
<https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Different login than Indicator 11-12
 - Use the forgot password link
 - If that doesn't work – contact Beth.Schiltz@state.sd.us

18

Appendix A

- Select DE54SPP –
 - May look a little different as these screen shots are the state edition which has access to the entire state.
- Select Actions
- Select Post School Status Indicator 14
- Then Appendix A



19

Appendix A

- Make sure **School Year is 2021**
- No Students To Encode means no students have been uploaded yet.
 - Click the Add New button
 - Enter student information.
- Otherwise, hit the Search and students in the system will appear

 A screenshot of a "Search Criteria" form. The form has fields for Last Name, First Name, SIMS#, District #, District Name, and School Year (set to 2021). There are buttons for "Search" and "Add New". Below the form, it says "No students to encode:". A red arrow points to the "Search Results" section below the form. A yellow arrow points to the "No students to encode:" text. A green arrow points to the "Search" button. A purple arrow points to the "Add New" button.

20

Appendix A

- Click on each section to maximize that section.
- Click on it a second time to collapse it

[Demographics](#)

[Part 2](#)

[Parent/Guardian Contact Info](#)

[Best Friend Contact Info](#)

21

Appendix A

- You will need to complete all of the sections
 - Demographics
 - Part 2
 - Parent/Guardian Contact Info
 - Best Friend Contact Info (optional)
- Make sure to save after each section
- You will get a message that says you need to add at least one contact, just hit okay.

Demographics

Note: Teacher will complete this prior to student's exit from High School and send information to a counselor. Include the student's name whether they graduated from high school with a diploma, certificate or optional manner.

1. First Name
2. Middle Name
3. Last Name
4. SIMS#
5. Address
Address 2
City/State/Zip
6. Date of Birth
7. Telephone #
8. Cell #
9. E-mail
10. Resident District
11. Resident School
12. Exit Status
 - ☐ 01-Regular Diploma
 - ☐ 02-Aged Out
 - ☐ 03-Certificate of Completion
 - ☐ 05-Dropped Out
 - ☐ 07-Moved, not known to be continuing
13. Gender
 - ☐ 01-Male
 - ☐ 02-Female
14. Race/Ethnicity
 - ☐ 01-Asian
 - ☐ 02-Black/African American
 - ☐ 03-Hispanic/Latino American
 - ☐ 04-American Indian/Native Alaskan
 - ☐ 05-Native Hawaiian/Pacific Islander
 - ☐ 06-White
 - ☐ 07-Two or More Races
 - ☐ 08-Not Disclosed

Note: Students meeting graduation requirements via the IEP should be marked "diploma." Students exit "aged out."

Save Cancel

22

Graduation Data

- Exit code data training was provided and will be posted
 - Topical Webinar – Exit Code Training - <https://doe.sd.gov/sped/webinars.aspx>
- Please check your exit code data as it pertains to graduation
 - Used for state, district, and school report cards
 - Used for APR (annual performance reports) provided to districts each year
- Deadline for districts to sign off on Infinite Campus is June 11th
 - Don't wait until August to enter the Special Ed fields exit codes in Campus
- Last year's data showed
 - According to the General Enrollment exit information – 610 students on IEPs graduated
 - According to the Special Ed Fields exit codes - 495 students on IEPs graduated
 - Difference of 115 student or 23.23% difference

23

Graduate Coding One Caution

General Enrollment Information

Calendar	Schedule (read only)	*Grade	Class Rank Exclude	External LMS Exclude
Main	Main	12	<input type="checkbox"/>	<input type="checkbox"/>
*Start Date	End Date	End Action	*Service Type	
			P: Primary	
State Start Status		State End Status		
00: Current Student		04: Student graduated		
Start Comments		End Comments		
CRDC School of Accountability				

Do not code a Special Ed student who received a district approved diploma/certificate and will be returning as a graduate. If the student has met the same state course and content requirements or were provided accommodation using general education curriculum, you then code them as a 04: Student Graduated.

24

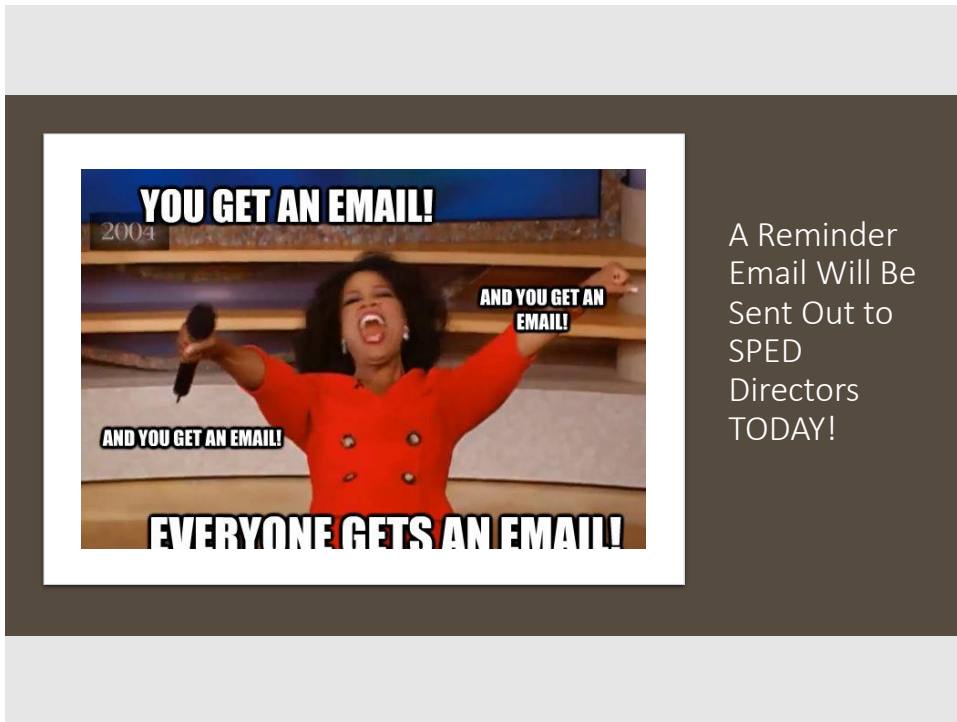


25

Suspension and Expulsion Data Collection for Indicator 4

May 2021

26



27

Login Information

- Go to: <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Username and passwords are the same as last year
 - If you need your password reset, please email me at: Rebecca.cain@state.sd.us
- If I reset your password , you will need to change your password the first time you log in.
 - I do not have access to your new passwords

South Dakota
Launchpad Change Password

Please create a password

New Password:

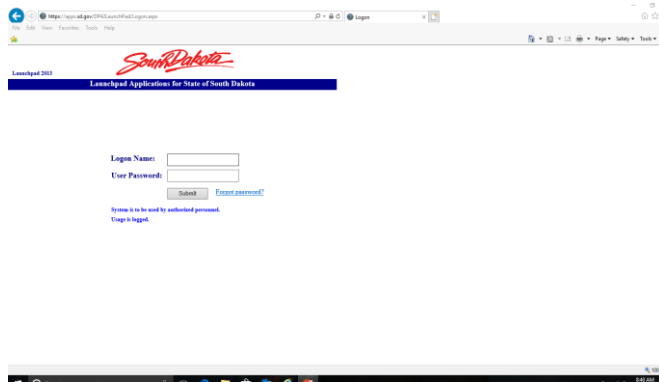
Confirm New Password:

You must provide a minimum of 8 characters, including upper and lower case letters, numbers and special characters. Passwords must be unique and not contain the word 'password'.

Once your password is created, you will be prompted to change your password.

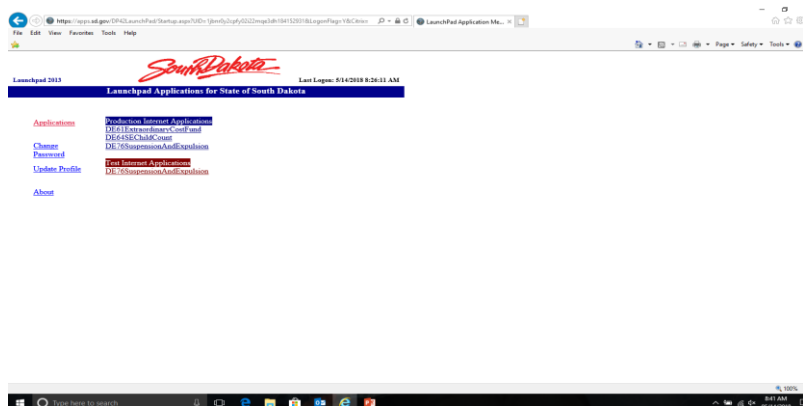
28

Launchpad Login



29

Select Suspension and Expulsion



30

Select 2020-2021 School Year

Welcome

Thank you for entering your suspension and expulsion data for special education students. If you have any questions while entering your data, please call Becky Cain at 280-3568.

Select the school year you'd like to see options for:

31

Welcome

Thank you for entering your suspension and expulsion data for special education students. If you have any questions while entering your data, please call Becky Cain at 280-3568.

Select the school year you'd like to see options for:

2020 - 2021

Suspension and Expulsion Data Entry

Start Entering Data

Enter your district's data for the selected school year

OR

No Suspensions Or Expulsions

Confirm that your district has no suspensions or expulsions to report for the selected school year

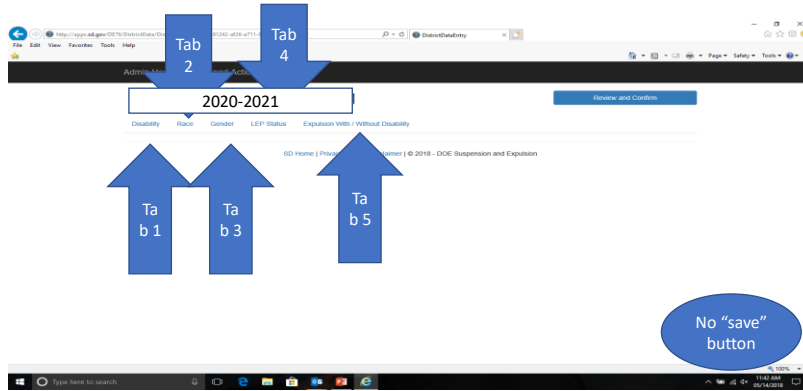
Suspension and Expulsion Data Review

View Submitted Data

View data submitted and/or confirmed for the selected school year

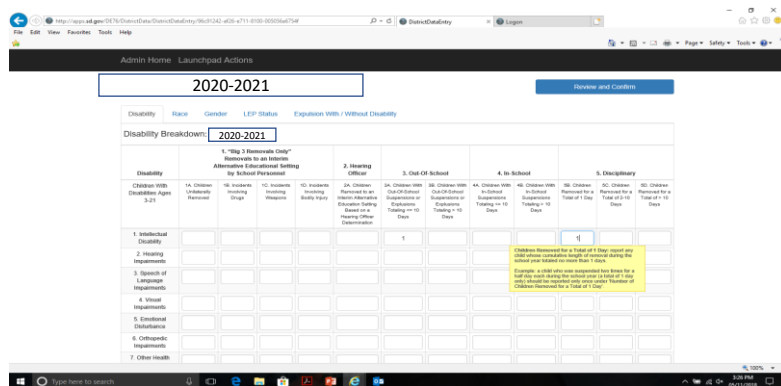
32

When You Finish One Tab, Click on the Next



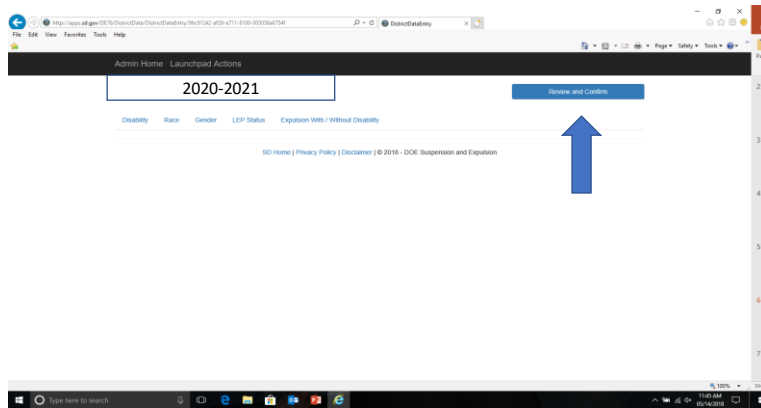
33

Information Boxes



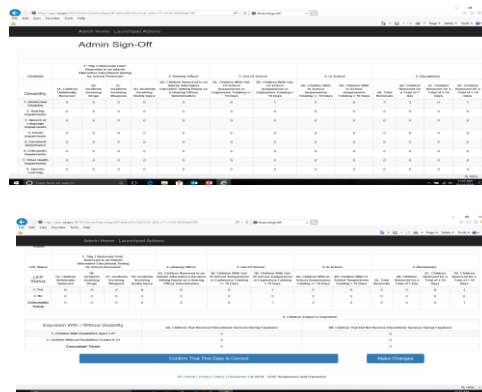
34

When You Finish Click Review and Confirm



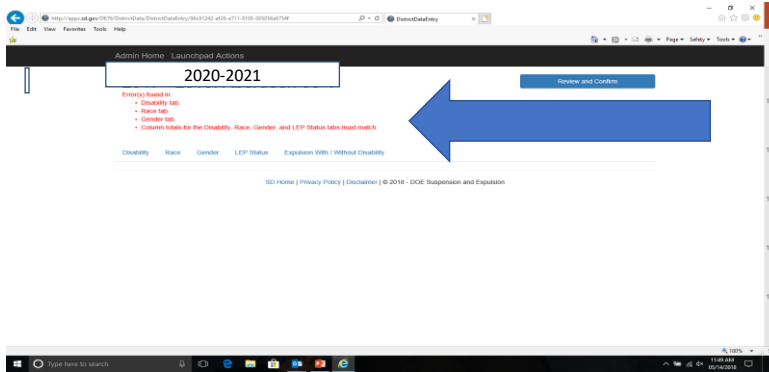
35

If all your data is correct you will get this page



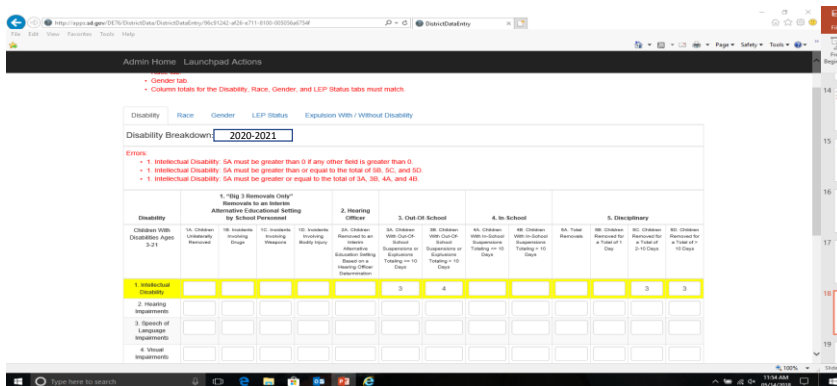
36

If Your Data is Not Correct You Will Get Red Error Messages



37

Each Tab Will Have Instructions on What Needs to be Fixed and Highlighted Columns



38

Common Errors You May Encounter

Not having enough “Total Removals” in column 5A

39

2020-2021 Review and Confirm

Admin Home Launchpad Actions

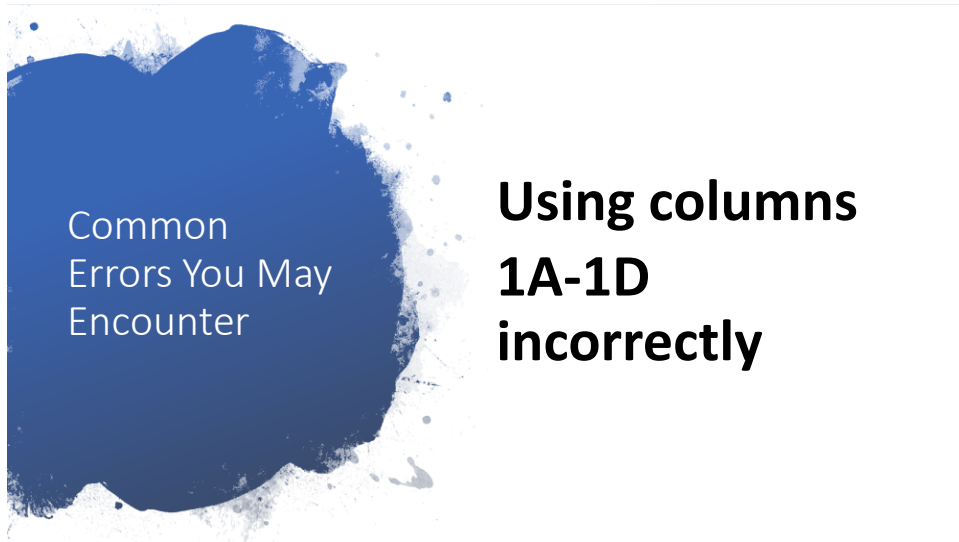
Disability Breakdown:

Disability: Race: Gender: LEP Status: Expulsion With / Without Disability:

Disability	1A. Children With Disabilities Ages 3-21	1B. Incidents Involving Unlawful Removal	1C. Incidents Involving Drugs	1D. Incidents Involving Weapons	1E. Incidents Involving Bodily Injury	2. Hearing Officer	3. Out of School	3A. Children With Out of School Suspensions or Expulsions Totalling > 10 Days	3B. Children With Out of School Suspensions or Expulsions Totalling > 10 Days	4. In-School	4A. Children With In-School Suspensions Totalling > 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days	5D. Children Removed for a Total of > 10 Days
1. Intellectual Disability							1			1			1	1		
2. Hearing Impairments																
3. Speech or Language Impairments																
4. Visual Impairments																
5. Emotional Disturbance																
6. Orthopedic Impairments																

Because you have one student with OSS and one with ISS, you need to have at least 2 total removals. Even if this is the same student!

40



41

Only enter information in **1A-1D** if you have students who have been removed to an **alternative educational setting for drugs, weapons or serious bodily injury**

Admin Home Launchpad Actions

Disability Breakdown 2020-2021

Disability	1. "Big 3" Removals Only" Removals to an Alternative Educational Setting by School Personnel	2. Hearing Officer	3. Out of School	4. In School	5. Disciplinary
Children With Disabilities Ages 3-21	1A. Children Removed for Drugs	1B. Incidents involving Weapons	1C. Incidents involving Serious Bodily Injury	1D. Children Removed for Reasons other than Education Setting Based on a Report of a Serious Offense	1E. Children Removed for Reasons other than Education Setting Based on a Report of a Serious Offense
1. Intellectual Disability	3				
2. Hearing Impairments					
3. Speech or Language Impairments					
4. Visual Impairments					
5. Emotional Disturbance					
6. Gifted/Talented Impairments					
7. Other Health Impairments					
8. Specific Learning Disabilities					

If you don't have students removed to an alternative educational setting for "Big 3" do not use these columns

42

Common
Errors You May
Encounter

**Not reporting students
who have been
suspended for >10 days
of OSS or ISS correctly
in column 5D**

43

If you have a student reported in 3B or 4B for greater than 10 days, they need to be reported in 5D

Disability Breakdown: 2020-2021

Disability	1. "Top 3 Reasons Only" Reasons for an In-School Alternative Educational Setting by School Personnel	2. Hearing Officer	3. Out of School	4. In-School	5. Disciplinary
	1A. Children With Disabilities Ages 3-21	1B. Students Referred	1C. Students Referred	1D. Students Referred	1E. Students Referred
1. Intellectual Disability				1	2
2. Hearing Impairments					3
3. Speech or Language Impairments					2
4. Vision Impairments					1
5. Emotional Disturbance					
6. Orthopedic Impairments					
7. Other Health Impairments					
8. Specific Learning Disabilities					

44

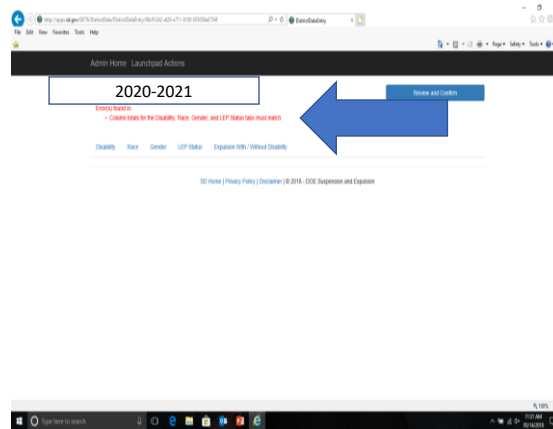


45

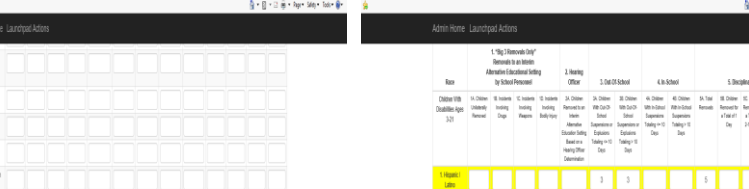
You ALWAYS Need to Enter Data in the LEP Tab
This table is asking if the special
education students who were
suspended are also LEP

46

Totals do not match



47



The screenshot displays two side-by-side web browser windows. Both windows show the 'Home' page of the 'New York State Office of Education' (NYSED). The left window has a blue oval highlighting the 'Home' link in the navigation menu. The right window has a blue oval highlighting the 'Home' link in the navigation menu. The main content area of both windows is mostly blank, with some text visible at the bottom: 'NYSED Home | New York State Office of Education'.

48

Last tab is for EXPULSIONS only!

[Blank Box]


Review and Confirm

Disability
Race
Gender
LEP Status
Expulsion With / Without Disability

Expulsion With / Without Disability Breakdown: 2020-2021

	6. Children Subject to Expulsion	
	6A. Children That Received Educational Services During Expulsion	6B. Children That Did Not Receive Educational Services During Expulsion
1. Children With Disabilities Ages 3-21	<input type="text" value="0"/>	<input type="text" value="0"/>
2. Children Without Disabilities Grades K-12	<input type="text" value="0"/>	<input type="text" value="0"/>
Totals	0	0

49



Other
Information

You will not need to put zeros in

Please have all data submitted
by July 1, 2021

Contact Becky Cain at
Rebecca.cain@state.sd.us or
 280-3568

50



Miscellaneous

51

Transition Summer Institute

- Do you have new or newer staff who could benefit from some intensive transition knowledge?
- Is Transition part of your District's PD Plan?
- Helping students to become successful after high school involves more than just dotting the "i's" and crossing the "T's".
- If you are serious about improving transition outcomes for your students, participating in the Transition Summer Institute is a great way to build teacher and administrator capacity.
- Monday and Tuesday – July 12-13 at Ramkota, Pierre, SD
- \$75 registration to include breakfast and lunch both days
- Contact Bev Peterson at Bev.Petersen@state.sd.us
OR
- Check [TSLP.org](https://www.tslp.org) for the registration form (under the events tab)

52

IDEA Applications

- The release of the IDEA application has been delayed due to American Rescue Plan (ARP) funds.
 - SEP will adjust the due date of the application submission based on the date the application is opened to school districts
 - Impacts to school districts may include:
 - Budget in GMS
 - How funding is tracked
 - MOE
 - CEIS
 - Private School Shares
- SEP and GMS will host a webinar for IDEA Applications, more information coming soon to the listserv
- Contacts:
 - Mark Gageby – GMS Application – Mark.Gageby@state.sd.us
 - Robyn Seibel – MOE – Robyn.Seibel@state.sd.us
 - [SEP Regional Representatives](#) – GMS application use of funds and general questions

53

BDI-2 Users License

Update for the 2021-2022
School Year

Due by September 10,
2021, but welcome early
returns

New Sped Director

New staff member to ADD

Staff members to KEEP

Staff members with NAME
CHANGE

Staff members to **DELETE**

54

Congratulations on Retirements

- Brian Field – Beresford – Superintendent/Special Education Director
- Debra Oster – Speech Language Therapist – Oahe Special Education Cooperative – Herreid and Hoven
- Karen Schnable – K-12 Special Education Teacher – Oahe Special Education Cooperative – Herreid
- Denise Perry – Special Education Director – Lyman County School District

55

Next SPED Director's Live Meeting

August 17, 2021

See you next school year!

56